**DATE: April 16-20/12 WEEK: 31 GRADE:** First Grade

|  |  |
| --- | --- |
| X  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Unit I** HOW THE WORLD WORKS | **Subject Area:** English **Unit 8 BIG BEAUTIFUL EARTH**  **ORAL LANGUAGE** |
| **ACHIEVEMENT INDICATORS: 1.** Listens to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail. 2. Uses appropriately structured sentences for social and academic interactions. 3. Distinguishes medial sounds of words with increasing accuracy. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 🕑 | **A.Indic** | **Learning Engagement** | **Materials** | **Comments** |
| 20 mins/ each | 1,2      2      3 | **Day 1 Academic Language Development**   * Hold up vocabulary card 87 and explain that Unit 8 is about all the things we see on earth and in nature. * Write this unit big question on the board and read it aloud: *Why should we protect Earth?.* Brainstorm with children words and ideas that might help them answer the Big question. * Display the **Academic Language Builder** and ask the children what the earth is made of (mountains, rocks, fields and water) as you point to the pictures. * Display the Oral Language Audio CD for support as children learn the words. * Tell the chn that during a presentation or class discussion, it is important to explain how you know something or where you learned the information. Model explaining how you know something. *Earth has a lot of water. I learned this from looking at a map of Earth and reading a book about Earth.* * Have pairs make statements about earth using the Academic Language Builder and practise explaining their statements.   **Day 2 Grammar in context (Describing Words: Comparative and Superlative)**   * Take some plastic objects from the classroom and make 3 groups with them, decreasing the number of objects in each subsequent group. Point to the first group as you say *this group has few apples.* Then point to the second and the third groups as you say *this group as the fewest apples*. Tell children that we can use the word *fewer* and *fewest* when the number of things in a group gets smaller. * Remind children that we usually add –**er** to describing words when we compare two things and –**est** when we compare three or more things. * Tell children that some describing words do not use –er and –est to compare objects. Hold up three fruits in one hand and one fruit in the other hand. Say *I have three bananas in this hand and I have one banana in this hand.* Then say *there are more bananas in thi*s *hand* as you wave the hand with three cards. * Gather six more bananas. Display the three sets of fruits. As you point to each set say banana*, more bananas, and the most bananas*. Then pick up the six banana and say this group has the most bananas. Tell children that we can use -***more*** and -***most*** when the number of things in a group gets larger.   **Day 3 Vocabulary**  Show vocabulary Card 88 (park). *A park is an area outside where people can play*. Point to the park on pages 6-7 of Tran and the beautiful tree. *This park has trees and space to play soccer. You can sit and eat in a park too.*  Show vocabulary card 89 (beautiful). *Something that is beautiful is very pretty or nice to look at, I think mountains are beautiful. I love to look at pictures of them.*    Show vocabulary card 90 (shade) and point to the shade under the tree. *Shade is an area that is not in the sun. When you sit under a big tree, you are usually in the shade. The tree blocks the light from the sun.*  Discuss   * Where is your favourite park? What do you like to do there? * What do you think is beautiful? Why? * Where do you find shade on sunny days? | Academic Language Builder  Oral Language Audio CD  Plastic fruits  Big book Tran and the beautiful Tree.  Vocabulary Card 88, 89, 90 |  |